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AUTHOR Hines, Donna
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ABSTRACT

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover punctuation, expression of numbers, and writing sentences and paragraphs as they are used in business communications such as letters and minutes of meetings. (This competency test package can be coordinated with a slide/tape module.) (KC)

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DEVELOPING AND IMPROVING WRITTEN COMMUNICATION:

Punctuation, Expression of Numbers, Writing Sentences and Paragraphs

Competency Test Package

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OFFICE OCCUPATIONS

DEVELOPING AND IMPROVING WRITTEN COMMUNICATION

Punctuation, Expression of Numbers, Writing Sentences and Paragraphs

Competency Test Package

Prepared by Donna Hines

Published by
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DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Punctuation, Numbers, Writing Sentences and Paragraphs

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DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:

Puncuation, Numbers, Writing Sentences and Paragraphs

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TEXAS EDUCATION AGENCY

Carol Ann Edwards, Occupational Education Specialist

TECHNICAL ADVISORY COMMITTEE

Patsy Blankenship, North Lake College
Dr. Barbara Pankhurst, Kilgore College
Mazie Will, Sul Ross University

BUSINESS ADVISORY COMMITTEE

Elaine Abraham, Republic Bank of Dallas
Jean Herwig, Exxon Company of the U.S.A.
Susan Humphreys, Federal Reserve Bank, Dallas
Nancy Hunsucker, Kelly Services, Incorporated
Eunice Ward, East Texas State University

TEACHERS ADVISORY COMMITTEE

Lunette Dickson and Ronnie Leiker,
South Plains College
Lila Kinman, Bee County College
Helen McClure, Houston Community College
Virginia McKenzie, TCJC South Campus
Annie Williamson, Lamar University

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Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests have been developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure students' attainment of those specific objectives. Competency tests allow teachers to make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

ADMINISTERING COMPETENCY TESTS

TO

SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that may make a job inaccessible or difficult to perform. Often these difficulties can be overcome or eliminated through modifications in the training program. Performance standards should not be reduced, but rather the student's potential ability should be realistically identified and carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accommodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P.L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P.L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two good resources are published by the Occupational Curriculum Laboratory. The Texas Handbook for Serving Vocational Special Needs Students will be available during the 1984-85 school year. A second publication, Special Needs Adaptations for Office Education Teachers, describes in depth students who are hearing impaired, mentally retarded, physically impaired, and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunities to adapt evaluation measures to special needs students.

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:

Puncuation, Numbers, Writing Sentences and Paragraphs

INSTRUCTOR'S GUIDE
GENERAL INSTRUCTIONS

This compentency test package is coordinated with the slide/tape module,

DEVELOPING AND IMPOVING WRITTEN COMMUNICATION:

PUNCTUATION, EXPRESSION OF NUMBERS, WRITING SENTENCES AND PARAGRAPHS.

This package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

   Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary, and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

   The slide/tape package, with its accompanying competency test, may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation, and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

   The slide/tape package may be used as a supplement to a regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students' progress toward meeting those objectives.

4. Remedial Instruction:

   Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills, could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. Skills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives
2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective
3. Sample, 50-point objective test compiled from this pool of questions that may be easily reproduced and used in a group or individual setting
4. Performance test activities that challenge the student to put the learned skill into practical application
5. Answer keys and a checklist for evaluating the test competencies
6. Color-coded materials for convenience in locating components:

BROWN	-	performance objectives	PERFORMANCE OBJECTIVES
GREEN	-	pool of objective questions	OBJECTIVE QUESTIONS
YELLOW	-	sample objective test	OBJECTIVE TEST
BLUE	-	performance test situations	PERFORMANCE TEST
PINK	-	answer keys	ANSWER KEYS

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:

Puncuation, Numbers, Writing Sentences and Paragraphs

INSTRUCTOR'S GUIDE
SPECIFIC INSTRUCTIONS

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test, or develop an original test from the pool of questions for each performance objective. The competency test should also include all or part of the performance test activities.

After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students. A copy of the mailability criteria should be provided for each student.

Prerequisite Skills

This material is designed to test proficiency of students who have completed training in language arts at the secondary and/or postsecondary level. To satisfactorily complete this competency test, the student will also need accurate typing skills.

Needed Equipment and Supplies

In addition to the test materials, the student will need access to a typewriter, typing paper, and supplies for making neat corrections.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.
2. Prepare the room with adequate seating, sufficiently spaced to maintain control.
3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.
4. Allow sufficient time to administer the test. The objective and performance tests need to be scheduled during different class periods.
5. Distribute and explain the criteria for mailability.
6. Give general instructions and distribute the test and necessary supplies. Ask if there are any questions.
7. Monitor students during the administration of the test to provide control for valid results.

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Punctuation, Numbers, Writing Sentences and Paragraphs

PERFORMANCE OBJECTIVES

1. The student will be able to use correctly standard punctuation marks.

2. The student will be able to express corrrectly numbers in written communication.

3. The student will be able to identify and construct simple, compound, and complex sentences.

4. The student will be able to develop grammatically correct paragraphs which include a topic sentence, transitional elements, details and a concluding statement.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of each competency if it is satifactorily completed.

1. 50-point Objective Test (Approximate time: 45 minutes) Completed with at least 70 percent accuracy. _____

2. Performance Test (approximate time: 50 minutes for all problems)

   A. Letter to J.P. Hodge
      (1) Punctuated Correctly _____
      (2) Numbers expressed correctly (6 corrections) _____
      (3) Sentence structure promotes the smooth flow of ideas and ease in understanding the text. _____
      (4) Text is divided into the following three paragraphs:
         (a) Dr. Beck. . . _____
         (b) Developing the competency profiles. . . _____
         (c) Do you need any other information? _____
      (5) Rate the mailability of the letter (M+, M, M-) _____

   B. Minutes of the Community Improvement Committee
      (1) Punctuated correctly _____
      (2) Numbers expressed correctly (15 corrections) _____
      (3) Sentence structure promotes the smooth flow of ideas and ease in understanding the text. _____
      (4) Text is divided into the following four paragraphs:
         (a) President Janice Boswell. . . _____
         (b) The treasurer reported. . . _____
         (c) Patricia Powell, banquet coordinator. . . _____
         (d) Special projects chairman. . . _____
      (5) Rate the mailability of the document (M+, M. M-) _____

   C. Letter to Joel Ray
      (1) Punctuated correctly _____
      (2) Numbers expressed correctly (11 corrections) _____
      (3) Sentence structure promotes the smooth flow of ideas and ease in understanding the text. _____
      (4) Text is divided into the following three paragraphs:
         (a) I recenty spoke with. . . _____
         (b) Twenty-five million people. . . _____
         (c) If you would like further information. . . _____
      (5) Rate the mailability of the letter (M+, M, M-) _____

   D. Written paragraph(s)
      (1) Paragraph is grammatically correct and contains:
         (a) Topic sentence _____
         (b) Transitional elements _____
         (c) Details to develop the idea _____
         (d) A concluding sentence _____
      (2) Rate the mailability of the paragraph (M+, M, M-) _____

CRITERIA FOR MAILABLE DOCUMENTS

The criteria for evaluating mailability of performance test activities is adapted from the 1982-83 Secondary Competitive Events Guidelines, which includes three levels of mailability: M+, M, M-. Documents will be accepted in any approved style or format, or as specified in the directions. Credit can be given for partially completed problems.

I. M+ Mailable, perfect

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Contains no omissions in the body or opening and closing lines.
- D. Neatly completed with good placement of document on the page.

II. M Mailable

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Neatly made but excessive corrections.
- D. Less than ideal placement or spacing of the document on the page.
- E. Omission of enclosure notation or reference initials.
- F. Acceptable but undesireable division of words.
- G. Acceptable but not most desireable use of capitalization or punctuation.
- H. Omission or addition of word or words that do not change the meaning of a sentence.

III. M- Not Mailable

- A. Instructions were not followed.
- B. Uncorrected typographical errors.
- C. Uncorrected, obvious strikeovers.
- D. Misspelled words.
- E. Essential punctuation or capitalization violation.
- F. Basic grammar violations.
- G. Omission or addition of word or words that change the meaning of a sentence.
- H. Total incorrect placement or spacing of the document on the page.
- I. Omission of a part of the document, i.e., date, inside address.
- J. Distracting corrections, i.e., obvious use of liquid paper or correction tape, smudges, hole in paper, poor alignment, and incomplete erasures.

NAME_____

OBJECTIVE TEST:
DEVELOPING AND IMPROVING WRITTEN COMMUNICATION: DATE _____
PUNCTUATION, EXPRESSION OF NUMBERS,
WRITING SENTENCES & PARAGRAPHS

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Commas are always used after introductory words or phrases.

T F 2. Commas are used to separate adjectives when several of them modify the same noun.

T F 3. Commas are used in dates after the month, day, and year.

T F 4. A comma is used between clauses of a compound sentence when the clauses are not joined by a conjunction.

T F 5. Generally, the colon is limited to five uses.

T F 6. Always spell out and capitalize a number that begins a sentence.

T F 7. Dollar amounts are written as figures when they include a decimal, but even dollar amounts without decimals are written as words.

T F 8. Percentage and discount terms are always written as figures.

T F 9. Fractions that stand alone should be written as figures.

T F 10. Extremely large numbers may be expressed as both figures and words, such as 15 million or 2½ billion.

T F 11. A simple sentence makes a straightforward statement and may have subject and two predicates.

T F 12. Compound sentences contain both an independent and a dependent clause.

T F 13. Complex sentences are used to show how one thing or idea influences another.

T F 14. Good business correspondence is concise and to the point.

T F 15. Using the passive voice is more effective for business correspondence because it does not irritate the reader.

T F 16. The basic formula for effective paragraphs is (1) topic sentence, (2) sentences to develop the thought, and (3) concluding statement.

T F 17. The topic sentence in a paragraph pulls the thought together and brings it to a logical conclusion.

T F 18. The concluding statement gives the reader an overview of what is explained in the paragraph.

T F 19. Transitional words are important in paragraphs to help connect the sentences into one logical flow of thoughts.

T F 20. In business correspondence, long paragraphs are preferred.

Supply the missing punctuation marks for the following sentences.

21. The personnel manager for Cal-Tex Medical Laboratories Todd Dodson Ph.D. will hold interviews on Thursday June 20 from 9 - 11 a.m.

22. Twenty five copies of the annual report will be sent to our offices in Los Angeles California Austin Texas Montreal Canada and Honolulu Hawaii.

23. "I too hope you will be hired" said Ms Jackson.

24. Please order the following supplies pens pencils letterhead stationery and liquid paper.

25. Auto insurance is required by state law and you cannot afford to be without such protection.

26. Does your meeting start at 945 am today or has it been rescheduled for Friday

27. In reading your report I find the section on income tax preparation very very thorough.

28. About half of the labor force in the United States is female furthermore nearly 50 percent of these are mothers of pre school children.

29. Help the boy shouted as the large dog ran towards him.

30. The report explains the need for insurance see pages 3 5 and emphasizes the importance of well planned coverage.

Write the correct form of the number in the blanks for each of the following sentences.

31. Invoice (6903)_____shows we ordered (15)_____desks, (25)_____ chairs, and (2)_____file cabinets on March (18)_____and (½)_____of the items have been delivered.

32. About (500)_____people attended the (3)_____hour concert on May (5)_____that started at (8)_____o'clock in the evening.

33. (26)_____employees received awards at the (18)_____ annual company banquet.

34. The (4) _____major industries in Greenville employ (60%)_____ of the local work force, (6734)_____, and provide an annual payroll of ($160000000)_____.

35. Please go to the post office and buy me (8)_____(13)_____ cent postcards and a roll of (100)_____(20)_____ cent stamps.

Arrange the following sentences in logical order to make a coherent paragraph. Combine short, choppy sentences and insert and circle transitional words or phrases to help the paragraph flow smoothly. (Five points)

1. I ran back inside to telephone my employer.
2. I gave up!
3. Hurriedly, I got dressed.
4. I jumped back into bed.
5. The day started out badly for me and did not get any better.
6. I ran to my car.
7. The telephone was as dead as my battery.
8. I finally did wake up.
9. You guessed it, the bed broke.
10. It wouldn't start.
11. I slept in it anyway, dreaming of a better tomorrow.
12. I missed the time for my car pool.
13. The battery was dead.
14. I overslept.

36-40

Rewrite these simple sentences as compound sentences to improve the flow of related thoughts. Remember to use the correct punctuation and conjunction for compound sentences.

41. We received your catalog on Monday.
Our order will be mailed today.

_____

_____

42. The beach front homes were damaged by the hurricane.
The residents are already making plans to rebuild.

_____

_____

43. Do you want to go to the movies?
Would you rather go ice skating?

_____

_____

44. The typist worked all morning.
The reports are not yet completed.

_____

_____

45. The airplane was five hours late.
The passengers complained.
The ticket agent would not reschedule anyone's flight.

_____

_____

_____

_____

Rewrite these simple sentences as complex sentences using a suitable transitional word and correct punctuation. Remember a complex sentence shows how one thing or idea influences another and combines an independent clause with a dependent one.

46. He recognized his mistakes.
He apologized to the group.

_____

_____

47. The personnel manager introduced the new secretary.
The new secretary will be working in the fiscal office.

_____

_____

48. You are not satisfied with our product.
We will refund the full price to you without questions.

_____

_____

49. You can plainly see.
The report is excellent.

_____

_____

50. I will call the shipping department.
We have not received our order.

_____

_____

DEVELOPING AND IMPROVING WRITTEN COMMUNICATIONS:
Punctuation, Numbers, Writing Sentences and Paragraphs

Performance Objective 1 The student will be able to use correctly standard punctuation marks.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. The various skills needed to effectively communicate in writing build upon one another, with language arts forming the base for all written communication.

T F 2. Without proper punctutation, a message might convey a different meaning to each person who reads it.

T F 3. The comma is the easiest punctuation mark to use.

T F 4. A comma is used after the coordinating conjunction that joins two independent clauses.

T F 5. Commas are used to separate each item in a series if they are not already separated by conjunctions.

T F 6. No commas are needed in the following example:
"The child ate bread and butter and jam."

T F 7. Commas are always used after introductory words or phrases.

T F 8. Commas are used to set off parenthetical expressions only when they appear at the end of a sentence.

T F 9. An appositive renames the subject and is usually set off by commas.

T F 10. Commas are used to separate adjectives when several of them modify the same noun.

T F 11. A dash is used to show omission of words that are easily understood from the context of the sentence.

T F 12. A comma is used to set off a direct quotation.

T F 13. Commas are used in dates after the month, day, and year.

T F 14. Commas are needed in all numbers to separate the thousands, ten thousands, millions, etc.

T F 15. Commas are used more than any other form of punctuation.

T F 16. A comma is used between clauses of a compound sentence when the clauses are not joined by a conjunction.

T F 17. Generally, the colon is limited to five uses.

Supply the commas for the following sentences.

18. First you should submit your application to the personnel department then follow up with a personal telephone call.

19. The personnel manager for Cal-Tex Medical Laboratories Todd Dodson Ph.D. will hold interviews on Thursday June 20 from 9 - 11 a.m.

20. Jan's ambitions are to go to business college get a secretarial job and after gaining some experience become office manager.

21. "I too hope you will be hired" said Ms. Jackson.

22. The main reason for her success in my opinion is her positive attitude cheerful nature and hard work.

23. It is good to have loyal honest employees like you Miss Henderson.

24. Please send 2000 copies of the brochure to J. W. Swift Sales Manager at 9603 Fairway Avenue St. Louis Missouri.

25. The interior designer said "The pale blue color of the walls will provide a pleasant relaxing atmosphere for your office."

26. Auto insurance is required by state law and you cannot afford to be without such protection.

27. In reading your report I find the section on income tax preparation very very thorough.

28. As a vacation this year our family plans to travel to Corpus Christi Texas then to Monterrey Mexico.

29. Jeri as well as Don and Sue is going to Washington D.C. for the July 4 celebration.

30. Moreover if we do not receive the order by Thursday I will personally call the shipping department of Sommerville Inc.

31. In response to your request of May 20 I am sending four one-pound packages of our quality cheese along with our current illustrated catalog.

21

Supply all necessary punctuation marks for the following sentences.

32. Twenty five copies of the annual report will be sent to our offices in Los Angeles California Austin Texas Montreal Canada and Honolulu Hawaii

33. Please order the following supplies pen pencils letterhead stationery and liquid paper

34. About half of the labor force in the United States is female furthermore nearly 50 percent of these are mothers of pre school children

35. Does your meeting start at 945 am today or has it been rescheduled for Friday

36. The following regulation goes into effect January 1 all staff employees are required to complete and sign individual absence reports each month

37. Help the boy shouted as the large dog ran towards him

38. Before you make a final decision Mr Barlow let us review the proposal it provides a great deal of information about our company

39. I think it was Carol or perhaps Steve who wrote the report entitled Are you Prepared for the Future

40. The report explains the need for insurance see pages 3 5 and emphasizes the importance of well planned coverage

41. We have agents throughout the city a total of 16 to help you with your auto home or life insurance

Indicate the proper punctuation mark to use for each of the following conditions.

. PERIOD	, COMMA
? QUESTION MARK	: COLON
! EXCLAMATION POINT	; SEMICOLON

_____42. Used to separate two independent clauses that are joined by a coordinating conjunction.

_____43. Used to separate items in a series.

_____44. Used between the clauses of a compound sentence when they are not joined by a conjunction.

_____45. Used after introductory words or phrases.

_____46. Used to set off parenthetical expressions.

_____47. Used to mark the end of an indirect question.

_____48. Used to set off an appositive.

_____49. Used before a conjunctive adverb, such as however, when it joins two independent clauses.

_____50. Used between coordinating adjectives.

_____51 Used at the end of imperative sentences.

_____52. Used to set off the name of a person to whom you are speaking in direct address.

_____53. Used to introduce a series of items.

_____54. Used as a decimal point in numbers.

_____55. Used between independent clauses that are joined by a conjunction if either of the clauses contains internal commas.

_____56. Used to show omission of words that are easily understood from the context of the sentence.

_____57. Used to set off a direct quote.

_____58. Used before and after titles, degrees, and seniority designations that accompany a person's name.

_____59. Used after a statement that introduces a long quotation.

_____60. Used to set off titles or degrees that accompany a person's name.

_____61. Used at the end of interrogative sentences.

_____62. Used to separate elements of a date.

_____63. Used after a statement that introduces an example.

_____64. Used to separate names of cities and states in an address.

_____65. Used to show strong feeling or emotion.

_____66. Used to separate two consecutive numbers expressed as figures.

_____67. Used between the hours and minutes to express time.

_____68. Used to set off thousands, millions, etc. in numbers of five or more digits.

_____69. Used with abbreviations.

_____70. Used after the salutation of a letter.

_____71. Used between items of series when one or more of the items contain a comma.

Performance Objective 2 The student will be able to express correctly numbers in written communication.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Always spell out and capitalize a number that begins a sentence.

T F 2. Numbered street names for one through ten may be written as words or as ordinal numbers, such as first or 1st.

T F 3. The street address "one" is always written as a word.

T F 4. The following numbers are always written as figures: credit card, telephone, model, serial, invoice, and years.

T F 5. A date that follows the month is written as a word.

T F 6. Dollar amounts are written as figures when they include a decimal, but even dollar amounts without decimals are written as words.

T F 7. Money amounts less than a dollar may be written $.75 or 75 cents.

T F 8. Percentage and discount terms are always written as figures.

T F 9. The length and width of a room would be expressed as nine feet by twelve feet.

T F 10. Excluding several exceptions to the rule, numbers one through ten are usually written as words while numbers above ten are expressed as figures.

T F 11. When several numbers appear in a sentence, to be consistent, it is preferable to write all the numbers in the same form, even if some are written contrary to the general rule.

T F 12. When two numbers occur next to each other in a sentence, separate the numbers with a comma to eliminate confusion.

T F 13. Fractions that stand alone should be written as figures.

T F 14. Fractions that accompany a whole number may be written 2½ or 2 1/2, but the form should never be mixed in the same sentence.

T F 15. When a date follows the month, write it as a figure, but when a date precedes the month, write it only as words, as in May 1 and first of May.

T F 16. Always express time in figures when using a.m., p.m. or the word o'clock.

T F 17. Longer elements of time, such as decades and centuries, are always expressed as words.

T F 18. Extremely large numbers may be expressed as both figures and words, such as 15 million or 2½ billion.

Write the correct form of the number in the blanks for each of the following sentences.

19. Invoice (6903)_____shows we ordered (15)_____desks, (25)_____chairs, and (2)_____file cabinets on March (18)_____, and (½)_____of the items have been delivered.

20. About (500)_____people attended the (3)_____hour concert on May (5)_____that started at (8)_____o'clock in the evening.

21. The (4)_____major industries in Greenville employ(60%)_____ of the local work force (6734)_____and provide an annual payroll of ($160000000)_____.

22. (26)_____employees received awards at the (18)_____ annual company banquet.

23. Deliver (3)_____(5)_____pound boxes of chocolates to (1)_____ Park Avenue, Apartment (732)_____.

24. My (16)_____year old son has grown (5)_____inches this past year and gained about (25)_____pounds.

25. It took (2½)_____gallons of varnish to paint the hardwood floor of the auditorium, which measured (40)_____feet by (75)_____feet.

26. The Gay (90s)_____were replaced by the Roaring (20s)_____; then came the Great Depression of (1939)_____.

27. The Tinker Box Toy Shop offers a wide selection of gift items, priced from (25¢)_____to ($175)_____.

28. Please go to the post office and buy me (8)_____(13)_____cent postcards and a roll of (100)_____(20)_____cent stamps.

Rewrite the following phrases using the correct form of the number. If the phrase is correct write C on the line. Be sure to include commas and decimals if needed.

29. one hundred and fifth day _____

30. 1808 West Thirty-third Street _____

31. October thirty-first _____

32. a sixty-day investment _____

33. thirty-first floor _____

34. six or 8 students _____

35. aged nineteen _____

36. three feet, six inches long _____

37. twenty/twenty vision _____

38. 20th century _____

39. forty-five degree angle _____

40. five-pound limit _____

41. P.O. Box Nine _____

42. eight-hour day _____

43. 1 West 3rd Street _____

44. 4 3/4 to 5 ½ percent _____

45. August 8th, 1983 _____

46. 3710 miles _____

47. five-day waiting period _____

48. thirty-two degrees freezing _____

49. one-half of the job _____

50. 2-year plan _____

51. eleven thirty in the evening _____

52. 2/3 of the team _____

53. four a.m. _____

54. 8649372

55. 9:00 a.m. o'clock

56. the Gay '90s

57. score was fifteen to 50

58. apartment ten

59. fourth of October

60. at 10:00 p.m.

61. age of one hundred and 1

62. eighteenth floor

63. sum of 43986

64. 9:30 a.m. to noon

65. nineteen-sixties

66. six and one half times as many

67. the sixteen hundreds

68. ¼ of my time

69. May second

70. Sixteenth Street

71. 3rd-degree burns

72. seven o'clock

73. 1 year guarantee

74. 2 South 19 Avenue

75. February 23rd, 1960

76. thirty-day trial

77. ten before five p.m.

78. 1st edition

28

Performance Objective 3 The student will be able to identify and construct simple, compound, and complex sentences.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. A sentence is a complete thought and contains a subject and a predicate.

T F 2. A simple sentence makes a straightforward statement and has one subject and two predicates.

T F 3. Compound sentences are used to contrast or compare two closely related thoughts.

T F 4. Compound sentences contain both an independent and a dependent clause.

T F 5. Complex sentences contain two independent clauses that are joined by a conjunction.

T F 6. Complex sentences are used to show how one thing or idea influences another.

T F 7. The compound-complex sentence, as the name implies, combines elements of both kinds of sentences.

T F 8. In business correspondence, it is preferable to use mostly simple sentences.

T F 9. A run-on sentence is defined as one lacking proper punctuation.

T F 10. Good business correspondence is concise and to the point.

T F 11. Wordiness helps the reader better understand the message.

T F 12. Parallel construction is desirable in written correspondence.

T F 13. The following is an example of parallel construction:
"She was beautiful, intelligent, and a good secretary."

T F 14. Using the passive voice is more effective for business correspondence because it does not irritate the reader.

T F 15. To clearly express ideas, the writer should use "picture words."

Rewrite these simple sentences as compound sentences to improve the flow of related thoughts. Remember to use the correct punctuation and conjunction for compound sentences.

16. We received your catalog on Monday.
Our order will be mailed today.

_____

_____

17. The beach front homes were damaged by the hurricane.
The residents are already making plans to rebuild.

_____

_____

18. Do you want to go to the movies?
Would you rather go ice skating?

_____

_____

19. The typist worked all morning.
The reports are not yet completed.

_____

_____

20. The airplane was five hours late.
The passengers complained.
The ticket agent would not reschedule anyone's flight.

_____

_____

_____

Rewrite these simple sentences as complex sentences using a suitable transitional word and correct punctuation. Remember a complex sentence shows how one thing or idea influences another and combines an independent clause with a dependent one.

21. He recognized his mistakes.
He apologized to the group.

_____

_____

22. The personnel manager introduced the new secretary.
The new secretary will be working in the fiscal office.

_____

_____

23. You are not satisfied with our product.
We will refund the full price to you without question.

_____

_____

24. You can plainly see.
The report is excellent.

_____

_____

25. I will call the shipping department.
We have not received our order.

_____

_____

Rewrite the following sentences to correct errors in parallel construction.

26. She was a wife, mother, and enrolled in college.

27. He was tall, slim, and a good athlete.

28. Her job duties were to keep the books, receptionist, and typist.

29. The supervisor commended the workers for their diligence, loyalty and working together.

30. We must either get control of inflation, or the control of the economy will be lost.

Rewrite the following sentences, changing the passive voice to active.

31. Working diligently, the report was typed by Susan in three hours.

32. The money was borrowed by the young man so that he could purchase his first automobile.

33. The issue will be discussed by the committee next week.

34. An employment application was submitted by Marty on August 8.

35. Interviews for applicants will be held by the personnel manager on August 20 to fill the position.

Rewrite the following sentences using a variety of picture words to better illustrate the thought.

36. Working at the typewriter, the secretary completed the report before noon.

37. The child would not go to sleep in the room he was not used to.

38. The house was located on five acres of land south of town.

39. The president of the company will retire soon, and the vice-president will be promoted to that position.

40. Our catalog lists the merchandise sold by our company.

Rewrite the following run-on sentences. Retain the original meaning, but use concise sentences that are easier to understand.

41. A meeting of the board of directors will be held in the boardroom Friday morning at 8 a.m. to discuss the purchase of tracts of land east of the city of Dallas, and they will make a decision by noon as to which tracts to buy and set limits on the maximum price the company is willing to pay for each of the tracts.

42. The Museum of Natural History in downtown Los Angeles has, among other things, an outstanding collection of Indian artifacts from the area of the Arizona desert, which are on display for a limited time from June 1-30, and the museum is open from 8 a.m. in the morning to 5 p.m. in the evening every day of the week except Sunday.

43. The subject of water conservation is, and has always been, a major concern to people living in the area of the Southwest where they have an average annual rainfall of only about ten inches per year, and city governments are sometimes forced to limit the use of water at times during the summer months of June, July, and August.

Performance Objective 4 The student will be able to develop grammatically correct paragraphs which include a topic sentence, transitional elements, details, and a concluding statement.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Each paragraph should be related to a single key idea.

T F 2. The basic formula for effective paragraphs is (1) topic sentence, (2) sentences to develop the thought, and (3) a concluding statement.

T F 3. The topic sentence in a paragraph pulls the thought together and brings it to a logical conclusion.

T F 4. The average paragraph should have about two to five sentences to develop the main thought.

T F 5. The concluding statement gives the reader an overview of what is explained in the paragraph.

T F 6. Transitional words are important in paragraphs to help connect the sentences into one logical flow of thoughts.

T F 7. In business correspondence, long paragraphs are preferred.

T F 8. A paragraph is both a unit in itself, and part of a larger whole.

T F 9. The function of paragraphs is to break up a page of typewritten text and make it more readable.

T F 10. A unified paragraph reads smoothly and deals with a single topic.

Read the following excerpts and answer the questions about paragraph construction.

When interviewing applicants, by law employers may only ask questions that are pertinent to the person's ability to carry out the job duties. For example, a woman's marital status, or her plans to marry, has nothing to do with her ability to perform a job. However, all too often, an interviewer perceives a woman as wife and/or mother. Encumbered with family responsibilities, she cannot be counted on with any degree of reliability to carry out her job duties. In addition, some interviewers think of a woman as the second bread winners. Even though unjustified, they feel that men, being the primary bread winner, should be given first consideration for upper level positions. Using a woman's economic situation as a criterion in job selection is discrimination because that criterion is not related to her ability to perform the job and, therefore, should be avoided.

11. What is the main thought of the paragraph?_____

_____

12. Underline the topic sentence and identify it as T.S.

13. What details expand the topic sentence?_____

_____

_____

_____

14. Circle the transitional words or phrases contained in this paragraph.

15. Underline the concluding statement and identify it as C.S.

The law protects persons between the ages of 40 and 70 from discrimination on the basis of their age. For instance, consider this case: a woman, age 53, had worked for one company for thirty-five years before being laid off. After being notified of the layoff, she alleged that her supervisor rudely pointed out that if she were selected for another vacancy with the company, she could offer only ten to fifteen more good years of service. As a matter of fact, the woman was applying for a secretarial position for which the average turnover rate is usually high. The law clearly states that the number of potential years of work that an applicant might contribute should not be a consideration in selecting an employee, but rather, the potential contribution that the applicant can bring to the job.

16. What is the main thought of the paragraph?_____

_____

17. Underline the topic sentence and identify it as T.S.

18. What details expand the topic sentence?_____

_____

_____

_____

19. Circle the transitional words or phrases contained in this paragraph.

20. Underline the concluding statement and identify it as C.S.

Arrange the following thoughts in logical order to make a coherent paragraph. Combine short, choppy sentences, and insert and circle transitional words or phrases to help the paragraph flow smoothly. (Five points)

1. I ran back inside to telephone my employer.
2. I gave up!
3. Hurriedly, I got dressed.
4. I jumped back into bed.
5. The day started out badly for me and did not get any better.
6. I ran to my car.
7. The telephone was as dead as my battery.
8. I finally did wake up.
9. You guessed it, the bed broke.
10. It wouldn't start.
11. I slept in it anyway, dreaming of a better tomorrow.
12. I missed the time for my car pool.
13. The battery was dead.
14. I overslept.

21-25 _____

Arrange the following thoughts in logical order to make a coherent paragraph. Combine short, choppy sentences, and insert and circle transitional words or phrases to help the paragraph flow smoothly. (Five points)

1. The inconvenience of remodeling is soon forgotten as we enjoy our new surroundings.

2. The noise is enough to drive you crazy.

3. Remodeling the office can be tedious for all concerned.

4. Electricians tinkering with the lights erase everything in the computer when there is a break in the current.

5. The results are worth waiting for.

6. The soft fluorescent light fixtures are easier on the eyes.

7. Carpenters running in and out all day.

8. The pale blue walls complement the new office furniture.

9. Painters, with their drop cloths over everything, make it impossible to find anything.

10. Two weeks of endless chaos, the staff returns one morning to see a beautiful, clean new office.

11. The new carpet absorbs noise and adds warmth.

26-30_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

40

PERFORMANCE TEST I

Read the enclosed documents and make the following corrections:

(1) Supply all punctuation.

(2) Make necessary corrections in the expression of numbers.

(3) Modify sentence structure to make the text flow smoothly.

(4) Break the text into suitable paragraphs.

Retype the documents and proofread your corrected copies, making any final changes so that you produce mailable documents.

If time and/or equipment are limited, handwritten copies of the performance test may be submitted as directed by the instructor.

AMERICAN EDUCATIONAL INSTITUTE

At Oregon University

December 7 19___

Mr J P Hodge Jr
1 Southwest Fourteenth Street
Arlington TX 75492

Dear Mr Hodge

Dr Beck asked me to respond to your request for information concerning our competency certificate project and enclosed you will find a project abstract objectives statement and a sample of one of our forty competency profiles I hope this material will be helpful to you Developing the competency profiles was a long and complicated process 15 curriculum committee members reviewed materials collected from one hundred fifty educational institutions in thirty one states The profiles were then developed by these experts in the fields of business industry and education In the fall of 1983 field test versions of the profiles were revised and printed in their current form Do you need any other information If so please contact me at 501 450 3391 It is indeed a pleasure hearing from other educators who are interested in competency based education

Sincerely yours

Samuel R Rasco PhD
Director of Vocational Education

PERFORMANCE TEST

1442 Parkhurst Street Eugene, Oregon 97403

1442 Parkhurst Street Eugene, Oregon 97403

COMMUNITY IMPROVEMENT COMMITTEE
Minutes April 7 1984

President Janice Boswell called the meeting to order at 830 pm in Room four of the Public Services Building The following members were present Gay Bell James Wellington Howard Espinoza and Patricia Powell The secretary read the minutes of the March 10th meeting It was pointed out that Susan Blackwell and Elizabeth Jones names had been omitted from the list of those citizens to receive awards for community service With the aforementioned addition noted the minutes were approved as corrected The treasurer reported expenditures of 43.50 for printing tickets $75.00 for award plaques and 79¢ miscellaneous leaving a balance of $6326.10 Donations this month for the park project totaled fifty seven dollars Patricia Powell banquet coordinator reported on the upcoming dinner to present awards for outstanding community service The dinner will be held May 5th seven pm at the Public Services Building Auditorium Tickets are available from the Chamber of Commerce at a cost of six dollars each or $10.00 for couples and Mayor Leonard Phillips will present the awards to deserving citizens Local merchants have donated the food Members of the committee will prepare and serve the dinner thereby allowing all the proceeds to go towards the park and playground project Special projects chairman Howard Espinoza reported on the acquisition of land east of 1st Street for the proposed park and playground Discussion followed concerning the location and price of the parcel Mr Wellington made a motion to purchase the 1st Street property for a maximum price of $5000 Ms Powell seconded the motion which carried unanimously The meeting was adjourned at ten fifteen o'clock

PERFORMANCE TEST

4690 WEST JEFFERSON AVENUE/ WACO, TX 78923

March 10 19__

Mr Joel Ray
Hawks Industries
18695 West 5th Avenue
Waco TX 78923

Dear Mr Ray

I recently spoke with Shane Edwards Jr director of advertising at J & M Inc who recommended that I contact you concerning the advantages of advertising over Radio Station KSTR J & M Inc has used spot announcements on KSTR for many years Mr Edwards is enthusiastic about the results his company gets from our services Has Mr Edwards talked to you about this He seems to think you would be interested in the coverage we have to offer 25 million people live in the broadcast radius of KSTR and seventy five percent of the major companies in our area use spot announcements to advertise their products For national network programs our sponsors can estimate a listening audience of at least fifteen million households Night time programming that deals with local problems may yield an audience of eight to ten million listeners Audience expectation for locally produced programs is of course somewhat less However you can see Mr Ray we are reaching millions of people every day with our clients advertising and we can do the same for your company If you would like further information about how KSTR can benefit Hawks Industries you are invited to a special presentation for prospective advertisers on April 10th at the Tilton Hotel Please be our guest for lunch from 1200 noon to 200 p m in Conference Room #16 to learn more about the advantages of spot announcements on KSTR to advertise your products May we count you in If so please return the enclosed reservation card before April first I look forward to seeing you on the tenth

Sincerely yours

W L Thompson
Sales Manager

PERFORMANCE TEST

4690 WEST JEFFERSON AVENUE/ WACO, TX 78923

PERFORMANCE TEST II

Choose one of the following topics (or more if directed to do so by your instructor) and write a grammatically correct paragraph. Type and proofread your paragraph to produce a mailable copy. Remember to include:

(1) a topic sentence
(2) transitional elements
(3) details to develop the idea
(4) a concluding statement

PARAGRAPH TOPICS:

Your career goals for the next five years

Characteristics of an office in which you would like to work

Why you chose office occupations as a field of study

The importance of language arts skills for clerical workers

Your impression of the ideal supervisor-employee relationship

NOTE: Sample paragraphs are not provided in the answer keys. Use the evaluation criteria on page 7 to assess each student's paragraph(s).

47

ANSWER KEYS

1. F	6. T	11. F	16. T
2. T	7. F	12. F	17. F
3. F	8. T	13. T	18. F
4. F	9. F	14. T	19. T
5. T	10. T	15. F	20. F

21 - 30 (40 possible X 1/4 = 10 points)

21. The personnel manager for Cal-Tex Medical Laboratories, Todd Dodson, Ph.D., will hold interviews on Thursday, June 20, from 9 - 11 a.m.

22. Twenty-five copies of the annual report will be sent to our offices in Los Angeles, California; Austin, Texas; Montreal, Canada; and Honolulu, Hawaii.

23. "I, too, hope you will be hired," said Ms. Jackson.

24. Please order the following supplies: pens, pencils, letterhead stationery, and liquid paper.

25. Auto insurance is required by state law, and you cannot afford to be without such protection.

26. Does your meeting start at 9:45 a.m. today, or has it been rescheduled for Friday?

27. In reading your report, I find the section on income tax preparation very, very thorough.

28. About half of the labor force in the United States is female; furthermore, nearly 50 percent of these are mothers of pre-school children.

29. "Help!" the boy shouted, as the large dog ran towards him.

30. The report explains the need for insurance (see pages 3-5) and emphasizes the importance of well-planned coverage.

31 - 35 (20 possible X 1/4 = 5 points)

31. 6903, 15, 25, 2, 18, one-half
32. five hundred, three-, 5, eight
33. Twenty-six, eighteenth
34. four, 60 percent, 6,734, $160 million
35. eight, 13-, 100, twenty-

36 - 40 (Sample: Students' answers may vary.)

SCORING: 5 points possible, 1 point for each of the following:

1. Paragraph starts with a suitable topic sentence.
2. Student used at least two appropriate transitions.
3. Student combined sentences to make thoughts flow smoothly.
4. Facts are listed in logical order.
5. Student used all sentences.

The day started off badly for me and did not get any better. In the first place, I overslept and missed the time for my car pool. Hurriedly I got dressed and ran to my car. To make matters worse, it wouldn't start; the battery was dead. When I ran inside to telephone my employer, the telephone was as dead as my battery. I gave up! I jumped back in bed and, you guessed it, the bed broke. I slept in it anyway, dreaming of a better tomorrow.

41 - 50 (Sample: Students' conjunctions may vary.)

41. We received your catalog on Monday, and our order will be in the mail today.
42. The beach front homes were damaged by the hurricane, but the residents are already making plans to rebuild.
43. Do you want to go to the movies, or would you rather go ice skating?
44. The typist worked all morning; however, the reports are not yet completed.
45. The airplane was five hours late, and the passengers complained, but the ticket agent would not reschedule anyone's flight.

46. After he recognized his mistake, he apologized to the group.
47. The personnel manager introduced the new secretary who will be working in the fiscal office.
48. If you are not satisfied with our product, we will refund the full price to you without question.
49. As you can plainly see, the report is excellent.
50. I will call the shipping department because we have not received our order.

Performance Objective 1

1. T	5. T	9. T	13. F
2. T	6. T	10. T	14. F
3. F	7. F	11. F	15. T
4. F	8. F	12. T	16. F
			17. T

Supply 43 commas for the following sentences.

18. First, you should submit your application to the personnel department, then follow up with a personal telephone call.

19. The personnel manager for Cal-Tex Medical Laboratories, Todd Dodson, Ph.D., will hold interviews on Thursday, June 20, from 9 - 11 a.m.

20. Jan's ambitions are to go to business college, get a secretarial job, and after gaining some experience, become office manager.

21. "I, too, hope you will be hired," said Ms. Jackson.

22. The main reason for her success, in my opinion, is her positive attitude, cheerful nature, and hard work.

23. It is good to have loyal, honest employees like you, Miss Henderson.

24. Please send 2000 copies of the brochure to J. W. Swift, Sales Manager, at 9603 Fairway Avenue, St. Louis, Missouri.

25. The interior designer said, "The pale blue color of the walls will provide a pleasant, relaxing atmosphere for your office."

26. Auto insurance is required by state law, and you cannot afford to be without such protection.

27. In reading your report, I find the section on income tax preparation very, very thorough.

28. As a vacation this year, our family plans to travel to Corpus Christi, Texas, then to Monterrey, Mexico.

29. Jeri, as well as Don and Sue, is going to Washington, D.C. for the July 4 celebration.

30. Moreover, if we do not receive the order by Thursday, I will personally call the shipping department of Sommerville, Inc.

31. In response to your request of May 20, I am sending four, one-pound packages of our quality cheese, along with our current, illustrated catalog.

Supply 50 punctuation marks for the following sentences.

32. Twenty-five copies of the annual report will be sent to our offices in Los Angeles, California; Austin, Texas; Montreal, Canada; and Honolulu, Hawaii.

33. Please order the following supplies: pen, pencils, letterhead stationery, and liquid paper.

34. About half of the labor force in the United States is female; furthermore, nearly 50 percent of these are mothers of pre-school children.

35. Does your meeting start at 9:45 a.m. today, or has it been rescheduled for Friday?

36. The following regulation goes into effect January 1: all staff employees are required to complete and sign individual absence reports each month.

37. "Help!" the boy shouted, as the large dog ran towards him.

38. Before you make a final decision, Mr. Barlow, let us review the proposal; it provides a great deal of information about our company.

39. I think it was Carol--or perhaps Steve--who wrote the report entitled, "Are you Prepared for the Future?"

40. The report explains the need for insurance (see pages 3-5) and emphasizes the importance of well planned coverage.

41. We have agents throughout the city (a total of 16) to help you with your auto, home, or life insurance.

42. ,	52. ,	62. ,
43. ,	53. :	63. :
44. ;	54. .	64. ,
45. ,	55. ;	65. !
46. ,	56. ,	66. ,
47. .	57. ,	67. :
48. ,	58. ,	68. ,
49. ;	59. ,	69. .
50. ,	60. ,	70. :
51. .	61. ?	71. ;

Performance Objective 2

1.	T	7.	T	13.	F
2.	F	8.	T	14.	T
3.	T	9.	F	15.	F
4.	T	10.	T	16.	F
5.	F	11.	T	17.	F
6.	F	12.	T	18.	T

19. 6903, 15, 25. 2, 18, one-half
20. five hundred, three-, 5, eight
21. four, 60 percent, 6,734, $160 million
22. Twenty-six, eighteenth,
23. three, 5-, One, No. 732
24. sixteen-, five, 25
25. 2½ or 2 1/2, 40, 75
26. Nineties, Twenties, 1939
27. $.25, $175
28. eight, 13-, 100, twenty-

29. 105th day
30. 1808 West 33rd Street
31. October 31
*32. 60-day investment
33. 31st floor
34. 6 or 8 students or six or eight
*35. C
36. 3 feet, 6 inches long
37. 20/20 vision
*38. twentieth century
39. 45-degree angle
*40. 5-pound limit
41. P. O. Box 9
*42. C
43. One West Third Street
44. 4 3/4 to 5 1/2 percent
45. August 8, 1984
46. 3,710 miles
*47. 5-day waiting period
48. 32 degrees freezing
49. C
*50. two-year plan
51. 11:30 p.m.
52. two-thirds of the team
53. 4 a.m.
54. 8,649,372
55. 9 o'clock or 9 a.m.
56. Gay Nineties
57. score was 15 to 50
58. Apartment No. 10
*59. C
60. at 10 p.m.
61. age of 101
*62. 18th floor
63. sum of 43,986
64. C
65. 1960s or 1960's
*66. 6½ times as many
67. the 1600s or 1600's
68. one-fourth or one quarter of my time
69. May 2
70. 16th Street
*71. C
72. C
*73. one-year guarantee
74. 2 South 19th Avenue or C
75. February 23, 1960
*76. 30-day trial
*77. 5:50 p.m.
*78. first edition

*The answers given are generally considered correct; however, they can change within the context of a document when it is considered technical or nontechnical.

Performance Objective 3

1.	T	6.	T	11.	F
2.	F	7.	T	12.	T
3.	T	8.	F	13.	F
4.	F	9.	F	14.	F
5.	F	10.	T	15.	T

16 - 43 (Sample - Students answers may vary.)

Compound Sentences

16. We received your catalog on Monday, and our order will be mailed today.
17. The beach front homes were damaged by the hurricane, but the residents are already making plans to rebuild.
18. Do you want to go to the movies, or would you rather go ice skating?
19. The typist worked all morning; however, the reports are not yet completed.
20. The airplane was five hours late, and the passengers complained, but the ticket agent would not reschedule anyone's flight.

Complex Sentences

21. After he recognized his mistake, he apologized to the group.
22. The personnel manager introduced the new secretary who will be working in the fiscal office.
23. If you are not satisfied with our product, we will refund the full price to you without question.
24. As you can plainly see, the report is excellent.
25. I will call the shipping department because we have not received our order.

Parallel Construction

26. She was a wife, mother, and student.
27. He was tall, slim, and athletic.
28. Her job duties were bookkeeper, receptionist, and typist.
29. The supervisor commended the workers for their diligence, loyalty, and cooperation.
30. We must either get control of inflation, or lose control of the economy.

Active Voice

31. Working diligently, Susan typed the report in three hours.
32. The young man borrowed the money to purchase his first automobile.
33. The committee will discuss the issue next week.
34. Marty submitted an employment application on August 8.
35. The personnel manager will interview applicants on August 20 to fill the position.

Picture Words

36. Working at the modern, electric typewriter, the efficient secretary completed the long and complicated report in three hours.
37. The exhausted child could not go to sleep in the unfamilar room.
38. The beautiful, old house was located on five rolling acres of farmland south of the picturesque, little town.
39. The stodgy, old president of the prosperous company will retire soon, and the energetic vice-president will be promoted to the prestigious position.
40. Our illustrated catalog lists the endless variety of merchandise sold by our huge company.

41 - 43 (Sample - Students' answers may vary.)

Run-on Sentences

41. The board of directors will meet on Friday at 8 a.m. to discuss the land purchase east of Dallas. They will decide which tracts to buy and set a maximum price the company is willing to pay.

42. The Los Angeles Museum of Natural History has an outstanding collection of Arizona Indian artifacts. They are on display from June 1 - 30, 8 a.m. to 5 p.m. every day except Sunday.

43. Water conservation is a major concern to people living in the Southwest, where they have an average rainfall of ten inches per year. City governments are sometimes forced to limit water use during the summer.

Performance Objective 4

1.	T	6.	T
2.	T	7.	F
3.	F	8.	T
4.	T	9.	F
5	F	10.	T

11. Discrimination against women in employment

12. When interviewing applicants, by law employers may only ask questions that are pertinent to the person's ability to carry out the job duties.

13. A woman's marital status or economic circumstance has nothing to do with her ability to do the job.

14. For example, However, In addition, Even though unjustified

15. Using a woman's economic situation as a criterion in job selection is discrimination because that criterion is not related to her ability to perform the job and, therefore, should be avoided.

16. Age discrimination in employment selection

17. The law protects persons between the ages of 40 and 70 from discrimination on the basis of their age.

18. A 53-year-old woman was laid off and not considered for a secretarial position because of her age.

19. For instance, After being laid off, As a matter of fact, Moreover, but rather

20. The law clearly states that the number of potential years of work that an applicant might contribute should not be a consideration in selecting an employee, but rather, the potential contribution that the applicant can bring to the job.

21 - 30 (Sample - Students' answers may vary.)

SCORING: 5 points possible, 1 point for each of the following:

1. Paragraph starts with a suitable topic sentence.
2. Student used at least two appropriate transitions.
3. Student combined sentences to make thoughts flow smoothly.
4. Facts are listed in logical order.
5. Student used all sentences.

21 - 25

The day started off badly for me and did not get any better. In the first place, I overslept and missed the time for my car pool. Hurriedly I got dressed and ran to my car. To make matters worse, it wouldn't start; the battery was dead. When I ran inside to telephone my employer, the telephone was as dead as my battery. I gave up! I jumped back in bed and, you guessed it, the bed broke. I slept in it anyway, dreaming of a better tomorrow.

26 - 30

Remodeling the office can be tedious for everyone, but the results are worth waiting for. Carpenters are running in and out all day; the noise is enough to drive you crazy. Painters, with their drop cloths over everything, make it impossible to find anything. Worst of all, the electricians tinkering with the lights erase everything in the computer when there is a break in the current. After two weeks of endless chaos, the staff returns one morning to see a beautiful, clean, new office. The pale blue walls complement the new office furniture, the soft fluorescent light fixtures are easier on the eyes, and the new carpet absorbs noise and adds warmth. The inconvenience of remodeling is soon forgotten as we enjoy our new surroundings.

AMERICAN EDUCATIONAL INSTITUTE

At Oregon University

December 7 19___

Mr. J. P. Hodge, Jr.
One ~~Fourteenth~~ 14th Southwest Street
Arlington, TX 75492

Dear Mr. Hodge: Colon optional

Dr. Beck asked me to respond to your request for information concerning our competency certificate project. And enclosed you will find a project abstract, objectives statement, and a sample of one of our ~~forty~~ 40 competency profiles. I hope this material will be helpful to you. Developing the competency profiles was a long and complicated process. 18 curriculum committee members reviewed materials collected from ~~one hundred fifty~~ 150 educational institutions in ~~thirty one~~ 31 states. The profiles were then developed by these experts in the fields of business, industry, and education. In the fall of 1983, field test versions of the profiles were revised and printed in their current form. Do you need any other information? If so, please contact me at (501) 450-3391. It is indeed a pleasure hearing from other educators who are interested in competency based education.

Sincerely yours, Comma optional

Samuel R. Rasco, Ph.D.
Director of Vocational Education

1442 Parkhurst Street Eugene, Oregon 97403

ANSWER KEYS

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COMMUNITY IMPROVEMENT COMMITTEE
Minutes, April 7, 1984

President Janice Boswell called the meeting to order at 8:30 p.m. in Room ~~four~~ 4 of the Public Services Building. The following members were present: Gay Bell, James Wellington, Howard Espinoza, and Patricia Powell. The secretary read the minutes of the March 10th meeting. It was pointed out that Susan Blackwell's and Elizabeth Jones's names had been omitted from the list of those citizens to receive awards for community service. With the aforementioned addition noted, the minutes were approved as corrected. The treasurer reported expenditures of $43.50 for printing tickets, $75.00 for award plaques, and ~~79¢~~ $.79 miscellaneous, leaving a balance of $326.10. Donations this month for the park project totaled ~~fifty seven dollars~~ $57. Patricia Powell, banquet coordinator, reported on the upcoming dinner to present awards for outstanding community service. The dinner will be held May 5th, ~~seven~~ 7 p.m., at the Public Services Building Auditorium. Tickets are available from the Chamber of Commerce at a cost of ~~six dollars~~ $6 each or $10.00 for couples. ~~and~~ Mayor Leonard Phillips will present the awards to deserving citizens. Local merchants have donated the food, and ~~M~~members of the committee will prepare and serve the dinner, thereby allowing all the proceeds to go towards the park and playground project. Special projects chairman, Howard Espinoza, reported on the acquisition of land east of ~~1st~~ First Street for the proposed park and playground. Discussion followed concerning the location and price of the parcel. Mr. Wellington made a motion to purchase the ~~1st~~ First Street property for a maximum price of $5000. Ms. Powell seconded the motion, which carried unanimously. The meeting was adjourned at ~~ten fifteen o'clock~~ 10:15 p.m.

ANSWER KEYS

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Special projects chairman, Howard Espinoza, reported on the acquisition of land east of First Street for the proposed park and playground. Discussion followed concerning the location and price of the parcel. Mr. Wellington made a motion to purchase the First Street property for a maximum price of $5,000. Ms. Powell seconded the motion, which carried unanimously. The meeting was adjourned at 10:15 p.m.

4690 WEST JEFFERSON AVENUE/ WACO, TX 78923

March 10, 19__

Mr. Joel Ray
Hawks Industries Fifth
18695 West ~~5th~~ Avenue
Waco, TX 78923

Dear Mr. Ray: Colon optional

I recently spoke with Shane Edwards, Jr., director of advertising at J & M Inc. ~~who~~ He recommended that I contact you concerning the advantages of advertising over Radio Station KSTR. J & M Inc. has used spot announcements on KSTR for many years. 2nd Mr. Edwards is enthusiastic about the results his company gets from our services. Has Mr. Edwards talked to you about this? He seems to think you would be interested in the coverage we have to offer. Twenty five ~~25~~ million people live in the broadcast radius of KSTR, and ~~seventy five~~ 75 percent of the major companies in our area use spot announcements to advertise their products. For national network programs, our sponsors can estimate a listening audience of at least ~~fifteen~~ 15 million households. Night time programming that deals with local problems may yield an audience of ~~eight~~ 8 to 10 to ~~ten~~ million listeners. Audience expectation for locally produced programs is, of course, somewhat less. However, you can see, Mr. Ray, we are reaching millions of people every day with our clients' advertising, and we can do the same for your company. If you would like further information about how KSTR can benefit Hawks Industries, you are invited to a special presentation for prospective advertisers on April ~~10th~~ 10 at the Tilton Hotel. Please be our guest for lunch from ~~12:00~~ noon to ~~2:00~~ p.m. in Conference Room #16 to learn more about the advantages of spot announcements on KSTR to advertise your products. May we count you in? If so, please return the enclosed reservation card before April 1. ~~first~~ I look forward to seeing you on the ~~tenth~~ 10th.

Sincerely yours, Comma Optional

W. L. Thompson
Sales Manager

61 BEST COPY AVAILABLE

ANSWER KEYS

4690 WEST JEFFERSON AVENUE/ WACO, TX 78923

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W. L. Thompson
Sales Manager

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